2015 Arizona Arts Standards
Music: Harmonizing Instruments Standards
Novice - High School

What's new?

Here are some things to look for in these standards:

1. Instead of organizing the standards into 3 big categories - Create, Relate, Evaluate, these draft standards have 4 categories - **Creating, Presenting, Responding and Connecting.** Creating and Presenting are similar to the 2006 category of Create; Responding and Connecting are similar to the 2006 categories of Relate and Evaluate
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2. **The Harmonizing Instruments Standards are articulated by performance level, similar to our 2006 Band, Orchestra and Choir Standards.** The document specifies standards to be addressed within the school year or time frame of the class. This document does not dictate the amount of instructional time to be devoted to each standard; rather it is left to the district committee or individual teacher to determine how best to interpret and teach all the standards. It is expected that music teachers will combine and interweave standards to create units of study

3. These Harmonizing Instruments standards provide standards for the High School level, as well as some Novice and Intermediate levels for programs which begin differentiating music instruction in elementary/middle school settings. The three High School levels are Proficient, Accomplished and Advanced. They cover roughly: one year of study (Proficient), 2-4 years of study (Accomplished) and honors or college-entry level of study (Advanced). Foundational Skills: The specific guidelines that the teacher provides to support the performing standards are found in the Foundational Skills listed at the end of each Artistic Process (Creating, Performing, Responding, Connecting). While not an exhaustive list, the Foundational Skills help suggest key skills for students to master in order to accomplish the performance standards.

4. There are **additional strands of music standards for Performing Ensembles; Music Technology; and Music Theory and Composition, along with K-8 General Music Standards**.

5. In many performance standards, examples are given in parenthetical "example or e.g." notes. These are in no way prescriptive; they simply provide examples and clarifications

6. Under the 4 big categories are 11 Anchor Standard Statements, representing the ultimate goals of student study in the arts through the completion of a sequential arts education program. These Anchor Standards are shared across all art forms

Creating – Conceiving and developing new artistic ideas and work.	**Performing/Presenting/Producing** – Realizing artistic ideas and work through interpretation and presentation	**Responding** - Understanding and evaluating how the arts convey meaning	**Connecting** - Relating artistic ideas and work with personal meaning and external context.
Anchor Standard #1. Generate and conceptualize artistic ideas and work.	**Anchor Standard #4. Select, analyze and interpret artistic work for presentation.**	**Anchor Standard #7. Perceive and analyze artistic work.**	**Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.**
Anchor Standard #2. Organize and develop artistic ideas and work.	**Anchor Standard #5. Develop and refine artistic work for presentation.**	**Anchor Standard #8. Interpret intent and meaning in artistic work.**	**Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**
Anchor Standard #3. Refine and complete artistic work.	**Anchor Standard #6. Convey meaning through the presentation of artistic work.**	**Anchor Standard #9. Apply criteria to evaluate artistic work.**	

Music: Harmonizing Instruments

Creating

Anchor Standard #1 Generate and conceptualize artistic ideas and work				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.	Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country strumming and finger picking patterns).	Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.
Anchor Standard #2 Organize and develop artistic ideas and work				
Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns).	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

Anchor Standard # 3 Refine and complete artistic work				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.	Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns).	Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of forms and styles), improvisations in a variety of styles, and stylistically appropriate harmonizations for given melodies.
Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.	Share final versions of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.	Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.	Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.	Perform final versions of a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

Creating Foundational Skills: The specific guidelines that the teacher provides for improvisation and composition should include the below foundational skills in support of meeting Anchor Standards1-3				
Improvisation				
perform, use standard notation *consistent with the genre (e.g. lead sheet)*, and audio record improvisation that is a minimum of 4 measures	*perform, use standard notation consistent with the genre and audio record improvisation that is a minimum of 4 measures*	perform, use standard notation *consistent with the genre*, and audio record improvisation that is a minimum of 8 measures	perform, use standard notation, *consistent with the genre* and audio record improvisation that is a minimum of 12 measures	perform, use standard notation, *consistent with the genre* and audio record improvisation that is a minimum of 24 measures
describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music	*describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music*	perform simple improvised melodies within an appropriate harmonic structure	perform with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression	perform with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression
Composition				
use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument	*use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument*	use standard notation and audio record composition that is a minimum of 4 measures and is written for the student's own instrument or others	use standard notation and audio record composition that is a minimum of 8 measures and is written for duet or small ensemble	create complete composition that is a minimum of 16 measures using student chosen guidelines and any notational system for solo with accompaniment or ensemble
describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.	*describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.*	explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song	*explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song*	*explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song*
replace or change some of the note values and/or pitches in composing a variation of a theme	*replace or change some of the note values and/or pitches in composing a variation of a theme*	transpose, arrange, and/or transcribe music	arrange short sections of a song using standard notation and a variety of musical elements.	*arrange short sections of a song using standard notation and a variety of musical elements.*
use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software)	*use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software)*	*use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software)*	*use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software)*	*use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software)*

Music: Harmonizing Instruments
Performing

Anchor Standard #4 Select, Analyze and Interpret artistic work for performance

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.	Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances.	Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns).	Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading standard notation.	Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading standard notation.	Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns).	Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.	Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.	Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns).	Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Anchor Standard #5 Develop and refine artistic techniques and work for presentation				
Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.	Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.	Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.	Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.	Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.
Anchor Standards #6 Convey meaning through the presentation of artistic work				
Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.	Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).	Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).	Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).	Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Performing Foundational Skills

The knowledge and skills listed below is not representative of all necessary foundational skills the purpose is to provide an essential list which must be present in support of meeting Anchor Standards 4-6

Application to instrument (AI)

The italicized A.I. foundational skills denote skills that are the same as the previous level. Rigor increases as skills are applied to a leveled progression of repertoire.

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
maintain a steady beat, with auditory assistance, while playing individually and with others the following note and rest values: whole, half, quarter, eighth, and corresponding dotted notes in simple meters	maintain a steady beat, with auditory assistance, while playing individually and with others sixteenth, corresponding dotted notes and elementary syncopation in simple meters	maintain a steady beat, with visual assistance, while playing individually and with others note and rest values in simple and complex meters as encountered in the repertoire	maintain a steady beat, without external assistance, while playing individually and with others note and rest values in complex and changing meters at faster tempos as encountered in the repertoire	maintain a steady beat, recognizing the macro and micro beat, while playing individually and with others note and rest values in complex and changing meters at faster tempos as encountered in the repertoire
utilize musical symbols (e.g. fermata, repeat signs, double bar lines, note names)	*utilize musical symbols encountered in the repertoire*	*utilize musical symbols encountered in the repertoire*	*utilize musical symbols encountered in the repertoire*	*utilize musical symbols encountered in the repertoire*
perform fluently with key signature and accidental encountered in the repertoire	*perform fluently with key signature and accidental encountered in the repertoire*	*perform fluently with key signature and accidental encountered in the repertoire*	*perform fluently with key signature and accidental encountered in the repertoire*	*perform fluently with key signature and accidental encountered in the repertoire*
chords guitar (e.g., major and minor chords in 1st position) piano (e.g., I-V6/5 chords in left hand in 3#'s-3b's major)	chords guitar (e.g.V7 chords in 1st through 3rd position(s)) piano (e.g., I-IV-V6/5-I6 in left hand in 3#'s-3b's major)	chords guitar (e.g. major, minor, V7 and barre) piano (e.g., I-IV-V6/5-I6 in both hands in 3#'s-3b's major)	chords guitar (e.g. diminished and augmented) piano (diminished and minor 3#'s-3b's)	chords guitar (e.g., all chords, multiple voicing) piano (e.g., all chords)

Application to instrument (AI)   (Continued)
The italicized A.I. foundational skills denote skills that are the same as the previous level. Rigor increases as skills are applied to a leveled progression of repertoire.

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
perform independent parts while others play contrasting parts (e.g. level .5-1)	perform independent parts while others play contrasting parts (e.g. level 1-2)	perform independent parts while others play contrasting parts (e.g. level 2-3)	perform independent parts while others play contrasting parts (e.g. level 3-5)	perform independent parts while others play contrasting parts (e.g. level 5-6)
respond to basic conducting cues (e.g. tempo, dynamics)	*respond to basic conducting cues (e.g. tempo, dynamics)*	respond to basic conducting cues (e.g. phrasing and expression)	respond to basic conducting cues (e.g. style, multi-meter)	conduct an ensemble with appropriate gestures, tempo, expression and cuing
perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire	*perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire*	*perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire*	*perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire*	*perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire*
perform individually repertoire that includes music in two parts (e.g. accompaniment and melody)	perform individually repertoire that includes music in two parts (e.g. accompaniment and melody)	perform individually repertoire that includes two voices (contrapuntal texture)	perform repertoire that includes two voices (contrapuntal texture)	perform individually repertoire that includes two active voices (counterpoint)
perform dynamics, timbre, tempo, phrasing, articulation in the repertoire.	*perform dynamics, timbre, tempo, phrasing, articulation in the repertoire.*	*perform dynamics, timbre, tempo, phrasing, articulation in the repertoire.*	*perform dynamics, timbre, tempo, phrasing, articulation in the repertoire.*	*perform dynamics, timbre, tempo, phrasing, articulation in the repertoire.*
utilize a basic characteristic tone	utilize a basic characteristic tone with greater stability	*utilize a basic characteristic tone with greater stability*	*utilize a basic characteristic tone with greater stability*	perform with fluent expressive tone inclusive of appropriate dynamic range and depth of sound
utilize proper hand position and posture	*utilize proper hand position and posture*	*utilize proper hand position and posture*	*utilize proper hand position and posture*	*utilize proper hand position and posture*
perform with awareness of intonation (e.g. guitar) and ensemble	perform with awareness of intonation (e.g. guitar), ensemble, balance and blend	perform with emerging accurate intonation (e.g. guitar), balance and blend in support of the ensemble	perform with accurate intonation (e.g. guitar), balance and blend in support of the ensemble	*perform with accurate intonation (e.g. guitar), balance and blend in support of the ensemble*
tune with teacher assistance	tune with teacher guidance	tune instrument to a given pitch and adjust to match pitch and develop awareness of tuning to self and others	tune instrument to a given pitch and adjust to match pitch and demonstrate a consistent ability to tune to self and others	tune to chords with an understanding for the importance of their pitch within the chord structure
perform literature from memory	*perform literature from memory*	*perform literature from memory*	*perform literature from memory*	*perform literature from memory*
demonstrate proper care and maintenance of instrument	*demonstrate proper care and maintenance of instrument*	*demonstrate proper care and maintenance of instrument*	*demonstrate proper care and maintenance of instrument*	*demonstrate proper care and maintenance of instrument*

Perform-Reflect on Understanding (PRU)				
The italicized P.R.U. foundational skills denote skills that are the same as the previous level. Rigor increases through a progression of processing skills.				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Identify and describe	*Identify and describe*	*Identify, describe and explain*	*Identify, describe, explain and analyze*	*Identify, describe, explain analyze and interpret*
musical symbols encountered in repertoire (e.g. fermata, repeat signs, double bar lines, note names, the following note values- whole, half, quarter, eighth, dotted half, dotted quarter, and dotted eighth)	*musical symbols, encountered in repertoire*	*musical symbols, encountered in repertoire*	*musical symbols, encountered in repertoire*	*musical symbols, encountered in repertoire*
steps and skips	*steps and skips*	intervals and chord structures	*intervals and chord structures*	*intervals and chord structures*
key and time signatures	*key and time signatures*	function of key and time signatures	*function of key and time signatures*	*function of key and time signatures*
simple music forms and characteristics	*simple music forms and characteristics*	*simple music forms and characteristics*	music forms and characteristics encountered in repertoire	synthesize characteristics of musical structure into performance practice
elements of music (e.g. rhythm, melody)	*elements of music*	*elements of music*	*elements of music*	*elements of music*
their role (e.g. melody, harmony, accompaniment, foreground/background) within their ensemble	*their role within their ensemble*	*their role within their ensemble*	*their role within their ensemble*	*their role within their ensemble*
whole and half step patterns in scales encountered in repertoire	*whole and half step patterns in scales encountered in repertoire*	*whole and half step patterns in scales encountered in repertoire*	*whole and half step patterns in scales encountered in repertoire*	*whole and half step patterns in scales encountered in repertoire*
relationship between mathematics as it occurs in the repertoire	*relationship between mathematics as it occurs in the repertoire*	*relationship between mathematics as it occurs in the repertoire*	*relationship between mathematics as it occurs in the repertoire*	*relationship between mathematics as it occurs in the repertoire*
one's own physical mechanics and skill level essential to playing the repertoire	*one's own physical mechanics and skill level essential to playing the repertoire*	*one's own physical mechanics and skill level essential to playing the repertoire*	*one's own physical mechanics and skill level essential to playing the repertoire*	*one's own physical mechanics and skill level essential to playing the repertoire*
adjusting to the acoustic properties and the effect on the performers and the performance space	*adjusting to the acoustic properties and the effect on the performers and the performance space*	*adjusting to the acoustic properties and the effect on the performers and the performance space*	*adjusting to the acoustic properties and the effect on the performers and the performance space*	*adjusting to the acoustic properties and the effect on the performers and the performance space*

Music: Harmonizing Instruments

Responding

Anchor Standard #7 Perceive and analyze artistic work

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, or personal experience.	Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.	Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.
Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.	Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.	Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.	Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.	Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.

Anchor Standard #8 Interpret intent and meaning in artistic work

Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.	Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.	Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.

Anchor Standard #9 Apply criteria to evaluate artistic work

Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.	Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.	Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.	Apply personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.	Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.

Responding Foundational Skills

The specific guidelines that the teacher provides for improvisation and composition should include the below foundational skills in support of meeting Anchor Standards 7-9

Respond-Reflect on understanding - (RRU)

The italicized R.R.U. foundational skills denote skills that are the same as the previous level. Rigor increases through a progression of processing skills.

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
how changing compositional elements of music (e.g., dynamics, articulation, tempo) can change the style and experience of the music	how music can be transcribed from one music medium to another (e.g., one instrument to another, one ensemble to another)	the compositional and stylistic elements that differentiate various musical genres	the compositional and stylistic elements that differentiate various musical genres	the compositional and stylistic elements that differentiate various musical genres to their own performance or the performance of others
musical characteristics that make a piece of music appropriate for a specific event or function	*musical characteristics that make a piece of music appropriate for a specific event or function*	*musical characteristics that make a piece of music appropriate for a specific event or function*	*musical characteristics that make a piece of music appropriate for a specific event or function*	*musical characteristics that make a piece of music appropriate for a specific event or function*
their preference for specific musical works and styles	*their preference for specific musical works and styles*	specific musical characteristics that influence their preference for specific musical works and styles	*specific musical characteristics that influence their preference for specific musical works and styles*	defend their preference for specific musical works of styles using specific musical characteristics
selected elements of music	elements of music most prominent repertoire	*elements of music most prominent repertoire*	elements of music most prominent repertoire	*elements of music most prominent repertoire*
how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music	*how the changing elements of music can affect the style of the music*	*how the changing elements of music can affect the style of the music*	*how the changing elements of music can affect the style of the music*	*how the changing elements of music can affect the style of the music*
using appropriate terminology to describe and explain music	*using appropriate terminology to describe and explain music*	*using appropriate terminology to describe and explain music*	*using appropriate terminology to describe and explain music*	*using appropriate terminology to describe and explain music*
the characteristics intended by the composer and/or performer to evoke a mood in a piece of music	*the characteristics intended by the composer and/or performer to evoke a mood in a piece of music*	*the characteristics intended by the composer and/or performer to evoke a mood in a piece of music*	*the characteristics intended by the composer and/or performer to evoke a mood in a piece of music*	*the characteristics intended by the composer and/or performer to evoke a mood in a piece of music*
using teacher specified criteria to evaluate a musical performance	using teacher or student specified criteria to evaluate a musical performance	using student specified criteria to evaluate a musical performance.	musical experiences orally and in writing with appropriate critique and terminology	*musical experiences orally and in writing with appropriate critique and terminology*
showing respect for personal work and the work of others through appropriate critique.	*showing respect for personal work and the work of others through appropriate critique*	*showing respect for personal work and the work of others through appropriate critique*	*showing respect for personal work and the work of others through appropriate critique*	*showing respect for personal work and the work of others through appropriate critique*
evaluating the effect of audience and performers' behavior on the performance	*evaluating the effect of audience and performers' behavior on the performance*	*evaluating the effect of audience and performers' behavior on the performance*	*evaluating the effect of audience and performers' behavior on the performance*	*evaluating the effect of audience and performers' behavior on the performance*

Music: Harmonizing Instruments
Connecting

Anchor Standard #10 Synthesize and relate knowledge and personal experiences to make art

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Identify and discuss the roles and impact music plays in one's life and the lives of others.	Identify and explain the roles and impact music plays in one's life and the lives of others.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	*Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.*	*Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.*
Identify reasons for selecting music based on connection to interest, and purpose or context.	Explain reasons for selecting music citing connections to interest, purpose, and context.	Apply criteria to select music for specified purposes, supporting choices by citing connections to interest, purpose, and context.	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the specified purpose and context.	Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.

Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Identify and explain how context (e.g. social, cultural, historical) can inform the expressive intent and meaning of a musical performance.	*Identify and explain how context can inform the expressive intent and meaning of a musical performance.*	Explain and analyze how context can inform the expressive intent and meaning of a musical performance.	Analyze how context can inform the expressive intent and meaning of a musical performance.	Justify how context can inform the expressive intent and meaning of a musical performance.
Identify and explain how music is affected by one's knowledge outside the arts (e.g. science, social studies, math, language arts).	*Identify and explain how music is affected by one's knowledge outside the arts*	Explain and analyze how music is affected by one's knowledge outside the arts	Analyze how music is affected by one's knowledge outside the arts	Analyze how music and other art forms involve and are affected by one's knowledge outside the arts

Connecting Foundational Skills
The specific guidelines that the teacher provides for connecting and social/historical context should include the below foundational skills in support of meeting Anchor Standards 10-11

Connect-Reflect on understanding - (CRU)
The italicized C.R.U. foundational skills denote skills that are the same as the previous level. Rigor increases through a progression of processing skills.

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
identify the context (e.g. historical, social, cultural) in which the composer wrote the piece being performed	*identify the context in which the composer wrote the piece being performed*	describe the context in which the composer wrote the piece being performed	*describe the context in which the composer wrote the piece being performed*	*describe and analyze the context in which the composer wrote the piece being performed*
recognizing composers' motivations for creating the music being performed by the students	*recognizing composers' motivations for creating the music being performed by the students*	*recognizing composers' motivations for creating the music being performed by the students*	*recognizing composers' motivations for creating the music being performed by the students*	*recognizing composers' motivations for creating the music being performed by the students*

Connecting Foundational Skills (cont'd)

The specific guidelines that the teacher provides for connecting and social/historical context should include the below foundational skills in support of meeting Anchor Standards 10-11

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
where new concepts are introduced in these standards with no explicit preparation at earlier levels, the other standards specified for those earlier levels are meant as general preparation for the new concepts listed		investigate and apply the developmental and historical characteristics of instrumental music to performance practice	*investigate and apply the developmental and historical characteristics of instrumental music to performance practice*	*investigate and apply the developmental and historical characteristics of instrumental music to performance practice*
understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function	*understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function*	*understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function*	*understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function*	*understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function*
understanding the connections between music and other content areas as encountered in the repertoire, including text settings	*understanding the connections between music and other content areas as encountered in the repertoire, including text settings*	*understanding the connections between music and other content areas as encountered in the repertoire, including text settings*	*understanding the connections between music and other content areas as encountered in the repertoire, including text settings*	*understanding the connections between music and other content areas as encountered in the repertoire, including text settings*
identify their preference for specific musical works and styles	*identify their preference for specific musical works and styles*	distinguish specific musical characteristics that influence their preference for specific musical works and styles	*distinguish specific musical characteristics that influence their preference for specific musical works and styles*	defend their preference for specific musical works of styles using specific musical characteristics
elements of music	elements of music in repertoire	distinguishing musical preferences from music and cultural judgments (e.g. I like because _____, It is good because _____, It is important because __)	distinguishing musical preferences from music and peer group judgments	*distinguishing musical preferences from music and peer group judgments*
describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions	*describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions*	articulating personal reactions to musical experiences, and identifying which musical aspects evoke these reactions	*articulating personal reactions to musical experiences, and identifying which musical aspects evoke these reactions*	*articulating personal reactions to musical experiences, and identifying which musical aspects evoke these reactions*
identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker	*identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker*	*identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker*	*identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker*	*identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker*